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ABSTRACT

The Student's Ultimate Career Coursework, Employment and Student Services (SUCCESS) Handbook project was undertaken to identify student support services available through the California Community Colleges (CCC), increase student retention among special needs vocational education students, and identify common barriers to employment. The project began with formation of a SUCCESS Advisory Committee, comprised of representatives from CCC colleges in the San Francisco Bay area and private business and industry. Between December 1991 and March 1992, a survey was conducted of all 107 colleges within the CCC to identify areas of vocational student need. Five exemplary programs were selected to be described in the final Handbook: an amnesty education program at Long Beach City College, a fire fighter agility test at Crafton Hills College, a career training program for single parents and displaced homemakers at Napa Valley College, an avionics systems course at College of San Mateo, and an electroencephalographic technology program at De Anza College. Next, 100 special needs vocational students were surveyed during their first quarter of training to identify areas of concern and requirements. In addition, 100 students who had completed training were surveyed to determine their perception of training, student service availability, and placement assistance. Survey results were used to develop standards and procedures for a pilot project to establish a working relationship between vocational education programs, student services and job placement. Finally, results of the SUCCESS project were disseminated to Deans of Occupational Education at all 107 CCC's. Survey results and copies of project letters and survey instruments are included. (PAA)

ED358898

The Student's Ultimate Career Coursework, Employment and Student Services Handbook

SUCCESS

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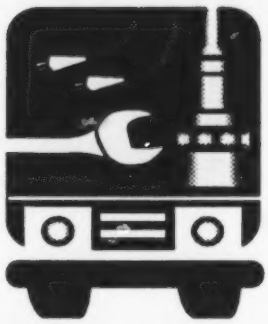

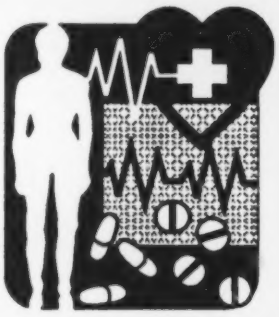

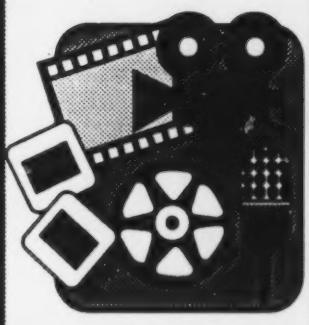

Final Report

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Prepared for the
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The Occupational Training Institute of the Foothill De Anza Community College District
Vocational Education, Special Projects 1991-1992; #91-0070

Student's Ultimate Career Coursework, Employment & Student Services Handbook

"SUCCESS Handbook" Final Report

This report is made pursuant to contract/agreement number 91-0070. This project was supported by the Carl D. Perkins Vocational and Applied Technology Education Act Title II, Part A. P. L. 101-392, funds administered by the Chancellor's Office, California Community Colleges.

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Student's Ultimate Career Coursework, Employment & Student Services Handbook
"SUCCESS Handbook" Final Report

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Executive Summary

All providers of vocational training programs are faced with the prospect that a percentage of their vocational training students will drop out of training primarily due to the lack of support services. In addition, some of their students will be unable to secure employment in their chosen career field. Retention and placement of students completing vocational education programs is increasing in importance and there is a genuine need to identify common obstacles within this special needs population and to find ways of assisting those participants who are inadequately served or under represented. Coordination of vocational education instructional programs, student services and job placement is vital to the success of these students as well as the overall success of the program.

The **Student's Ultimate Career Course work, Employment and Student Services (SUCCESS) Handbook** project was proposed to offer a multi-level approach to access support services available through the Community Colleges to increase student retention and to identify common barriers to employment within this population and to develop ways to overcome them. This was done by identifying five (5) exemplary programs and illustrating them in the publication. This project primarily focused on the needs of vocational education students with handicaps, who are educationally and economically disadvantaged, who have limited English proficiency and/or who participate in programs designed to eliminate sex bias.

Through comprehensive surveys existing services were explored and methods used to successfully motivate special populations of students towards education and employment were documented. The results were incorporated into the SUCCESS Handbook. This handbook was designed to streamline the accessibility of student services on campus, services available within the community, attainable placement objectives and a systematic approach to employment services, job search and job retention. Three Career Coursework programs were included and two Student Services programs were outlined. In addition, a comprehensive Employment Handbook was developed to provide a standardized approach to teaching job search and job retention techniques. The information in the SUCCESS Handbook can be duplicated and incorporated into other college programs state-wide to enable all students to be successful in the transition from school to work.

Goals of the Project:

* Survey job placement, student services and vocational education instructional programs on all 107 community college campuses throughout the state of California.

* Evaluate existing services and programs and identify the areas of most need in reference to the special population student.

* Establish new curriculum and methodology to improve the completion and the employment rate of existing vocational education program providers within the community college system and incorporate it in the SUCCESS Handbook.

* Develop a resource manual to be made available to all community colleges that illustrates the linkages between college departments and vocational education programs as well as

the best approaches to use in serving this population of students.

* Dissemination of the SUCCESS Handbook for replication in other community colleges.

The SUCCESS Handbook was developed by the Occupational Training Institute (OTI) of the Foothill-De Anza Community College District. OTI was founded in 1975 as a cooperative effort between Sunnyvale CETA Prime Sponsor and Foothill-De Anza Community College District to provide Vocational Training and Job Placement to the unemployed under the CETA Act. Since its inception, OTI has provided services to over 10,000 residents of Santa Clara and San Mateo counties. Grant funds received by OTI in the past 18 years include CETA, Chancellor's Office Investment in People Project and Employer-Based Training funds, State Displaced Workers Project, JTPA Title II-A/B, Title III, Target Assistance for Refugees (TAP), Refugee Employment Social Services (RESS), CWETA, ETP, SECG and GAIN. The Foothill-De Anza Community College District has been selected as one of the five best colleges in the country and California's best. It has been in the forefront of developing outstanding vocational curriculum, innovative student services and implementing successful programs for the last 29 years.

Objectives and Anticipated Outcomes

Develop and publish the SUCCESS Handbook to ensure special population students achieve their educational and vocational goals.

Beginning on 10-01-91, and ending on 05-30-93, select and form a SUCCESS Advisory Committee consisting of a minimum of 10 representatives from various Departments and Student Services on the Santa Clara Counties seven Community College Districts with as least 25% from the private business and industry sector. Prospective members will include:

North Valley Job Training Consortium Private Industry Council
JTPA Balance of County Private Industry Council
Applied Sciences Divisions
Technical/Vocational Education Divisions
College Financial Aid Offices
College Learning Centers
Extended Opportunity Program and Services Offices
Career Planning and Placement Centers
Programs for the Physically Limited
College Bilingual Programs
Special Education Programs
Santa Clara County Community College Consortium for GAIN
State of California Employment Development Department

The SUCCESS Advisory Committee will be established and will meet on a bi-monthly basis for the duration of the project. The Committee will make recommendations concerning the project's plan of action and act as an advisor to the development of the project information.

Letters requesting participation in this project Advisory Committee were mailed out to all Community Colleges within the San Francisco Bay Area Region which included San Mateo, Santa Clara, Monterey, Alameda and San Francisco Counties. These letters were addressed to the Technical/Vocational Education Deans, Career Planning and Placement Centers, Student Services Departments, Greater Avenues for Independence (GAIN) Liaisons and Counseling Departments. In addition, letters were mailed to all members of the North Valley Consortium (NOVA) Private Industry Council and the Silicon Valley Private Industry Council requesting their participation. Response was very good and we met our goals of 25% Private Industry involvement. Members of the Advisory committee are listed below.

Jeanette Danna
San Jose City College
Career Planning & Placement

Rosa Perez
Skyline College
Counseling Department

Fred Kritchfield
Foothill College
Director of Economic Development Department

Shirley Kawazoe
De Anza College
Career Planning & Placement

Kim Petersen
De Anza College
Occupational Training Institute
Gain Coordinator

Peggy O'Neill
De Anza College
Career Planning & Placement

Jacqi Davis
Monterey Pennisula College
Counseling Department

Dr. Michael Sullivan
De Anza College
Dean of Instruction Career & Technical Education

John Christensen
Contra Costa College
Career Planning & Placement

Evelyn Patterson
Contra Costa College
Career Planning & Placement

Joyce Blair
College of Alameda
Career Planning & Placement

Elaine Burns
College of San Mateo
Career Development Center

William Dabney
Contra Costa College
Assistant Dean Occupational & Technical Services

Ruth McMullen
Hartnell College
Director of Students Developmental Services

Larry Mueller
Gavilan College
Career Planning & Placement

Kristin Billbeck
Vallco Fashion Park
Marketing Director

Gary Pruitt
Representative of the Central California District
Council of Carpenters
Nova Private Industry Council

Clyde E. Albert
Lockheed
Non Exempt Staffing

Nancy Johnson
Child Care Representative
Silicon Valley Private Industry Council

The SUCCESS Advisory Committee was established in June. It was decided at the first meeting that bi-monthly meetings did not give enough time to assemble information. It was suggested that the meetings be held bi-quarterly. A modification of the proposed meeting schedule was requested and granted from Sacramento. Meetings were held bi-quarterly for the duration of the project. The Committee was very helpful in making recommendations on the development of the handbook. Information was disseminated as it was developed by mail inbetween meeting dates.

Beginning 12-01-91 and completing 03-01-92, Survey all 107 California Community Colleges to identify areas of vocational student need. Information gathered will be included in a data base to promote departmental interaction and cooperation. A questionnaire will be developed with the assistance of the SUCCESS Advisory Committee.

A preliminary questionnaire was drafted and presented to the SUCCESS Advisory Committee for their review. Recommendations were made and a final questionnaire was developed. The questionnaire was mailed to Career Planning & Placement Centers, Deans of Vocational Education and the Deans of Student Services at each of the 107 Community Colleges in the state. Information received from these surveys were incorporated into a data base.

Beginning 03-01-92 and completing 06-01-92, From the initial survey, 5 exemplary programs will be selected for further investigation with results to be incorporated into the final report and Handbook.

Sorting through the surveys it was clear that exemplary programs were legion throughout the California Community College system. Narrowing the field of candidates was extremely difficult. However, a list of 15 programs were selected for consideration and submitted to the Advisory Committee. The initial programs were:

SANTA MONICA COLLEGE
Counseling for non-traditional career options.

VENTURA COLLEGE
EDPLAN Software & Statewide Student Follow-Up System.

LONG BEACH CITY COLLEGE
ESL/Amnesty Education Program

CYPRESS COLLEGE
Financial Aide tripled the number of economically disadvantaged students served this last year.

NAPA VALLEY COLLEGE
New Horizons Project Focuses on providing services to single parent displaced homemakers in vocational training.

CHABOT COLLEGE
2.5 Million Grant The learning needs of the ethnically-diverse student population will be better met. The grant will fund a three-pronged attack to bolster basic skills instruction, create a better system of tracking students progress, and train faculty members in techniques for teaching to students from a variety of cultural backgrounds with the latest technology.

OXNARD COLLEGE
Air Conditioning/Refrigeration Program. Certificate and Degree programs using both lecture and extensive hands-on training.

DE ANZA COLLEGE
Health Technologies (Neurodiagnostic) Program

LONG BEACH CITY COLLEGE
Trade and Industrial Division (Industry Partnerships)

CRAFTON HILLS COLLEGE
Pre-Training Class (especially for women) for Fire-Fighter Agility test for qualifying into Fire Technology Academy.

COLLEGE OF SAN MATEO
Avionics Systems Maintenance Technician Program-A collaborative effort between College of San Mateo and United Airlines at SFO.

AMERICAN RIVER COLLEGE
Carpentry Trades Apprentice Program.

CYPRESS COLLEGE
Bi-Lingual Clerical ESL (Word Perfect) Program.

IRVINE VALLEY COLLEGE
International Trade Program A one year certificate program of intensive classes in international business. Students may enroll in selective courses to acquire specific international business skills; travel to a foreign country to explore its customs, culture, and business environment; or complete the one-year occupational certificate.

GOLDEN WEST COLLEGE
Minority law enforcement recruitment program.

After much deliberation five (5) programs were selected. Considerations included geographical area, labor market connections, private industry involvement, inter-college linkages and sex equity including nontraditional careers for women. The featured programs included three (3) in the Career Coursework area and two (2) in the Student Services area. The selected programs were LONG BEACH CITY COLLEGE ESL/Amnesty Education Program, NAPA VALLEY COLLEGE New Horizons Project, DE ANZA COLLEGE Health Technologies (Neurodiagnostic) Program, CRAFTON HILLS COLLEGE Fire-Fighter Agility Test and the COLLEGE OF SAN MATEO Avionics Systems Maintenance Technician Program. Results of the program investigation were included in the SUCCESS Handbook and the final report. Outlines of the programs follow.

Long Beach City College
Amnesty Education Program

A significant group in California's new demographic are the "New Californians" or Amnesty population. New Californians attained legal status through the Immigration Reform and Control Act (IRCA). In California approximately 1.7 million people have applied for legalization since

IRCA was enacted in 1986. One of the major goals of the Amnesty Education Office (AEO), California Department of Education, has been to make available to newly legalized persons the education and training that will enable them to succeed in school, become more employable, obtain citizenship, and become fully functioning members of their communities. Long Beach City College has successfully achieved these goals through their Amnesty Education Program.

The components of the Long Beach City College Amnesty Education Program address the mission of the college to assure equal access to opportunities through education and support services to the disadvantaged, minority, limited English proficient members of Long Beach and surrounding communities. Staff work together to assist those already employed in the maintenance of previously acquired skills and/or in the development of new skills to advance or change employment fields. The mission of business community linkages is to provide local industry with the trained skilled workers most needed to remain competitive in California's dynamic economy, while, just as importantly, to provide the post-Amnesty student with the improved job opportunities supported here by local industry.

Since the early program planning stages in 1987, Long Beach City College (LBCC) has conducted a highly successful Amnesty program for over 7600 students. It has attained the distinction of maintaining the highest Amnesty student retention rate among the state community colleges. Equally important, the college offers comprehensive vocational programs leading to specific jobs in the local vicinity. There are a variety of college resources available to help students be successful in their job training: open-entry/exit basic skills, learning centers, Amnesty student bilingual support services, tutoring, career, academic, and vocational counseling, Women's Center services, financial aid and the Child Care Center. Long Beach City College has extensive Health and Counseling services for the students including personal counseling, support groups, crisis intervention services and a referral system to local mental health professionals and alcohol/drug abuse programs.

Long Beach City College (LBCC) has streamlined their service delivery system. By visiting only one office, amnesty students can receive assistance with personal, educational, citizenship and/or vocational training and employment services. The entrance exam, the registration assistance, the book loan/voucher systems, the counseling, access to college support services, the Citizenship Center, assistance with entry into vocational or academic programs, community referrals and a friend can all be found in the LBCC Amnesty Education Program.

The LBCC Amnesty Education Program has been able to assist this population "beyond amnesty"and into workforce training and citizenship through special projects. The success of their amnsesty student population is not only attributable to the quality of support services students receive and to the interaction amongst various instructional programs, but to their students' determination to become a part of the American Dream and have a better quality of life for themselves and their families.

Move forward with your education is the motto of the Long Beach City College Amnesty Education Program. From the program's inception, students have been encouraged to continue with classes at the college. By being a part of general ESL classes, students establish an identity with the college that is commensurate with the general college population. Students are encouraged to make counseling appointments establish an education plan or to meet with special projects' liaisons to explore project offerings.

As in all programs, linkages can "make" or "break" a project. Long Beach City College's strong linkages within he college, the community and local bussiness and industry has "made" them a model program. The quality programs and services they have established are the result of careful planning meetings with various college personnel. Affiliation with other college Amnesty programs was developed through the Amnesty Unit, California Community Colleges, Chancellor's Office, the Department of Education Amnesty Office, and CCENC (Community College Educators of New Californians). Networking with other programs through training seminars and conferences have proved beneficial. The teamwork concept is an integral part of program direction. The Program Coordinator works with all the college systems and personnel and attends local, regional and state meetings as well as coordinates program development and implementation. Most of the written work from the program is facilitated through the Curriculum Developer. Special projects under the Amnesty Education Program umbrella are facilitated by project Liaisons.

The Amnesty Program at Long Beach City College has nurtured positive relations within their system's structure. They have taken the time to go and personally meet the person on the other end of the phone. They take part in college activities and participate fully and visabily. Because of the nature of the Amnesty program and its population, good relations within the system are a very important consideration.

As the New Californians numbers rise, their impact on our state will be profound. This population is desirous of education and comprise a significant part of today's work force providing the state with billions of revenue dollars. Programs that serve the needs of this special population are fundamental to their full participation in our society. Long Beach City College is responding to the changing needs of New Californians by providing vocational/career counseling, a Citizenship Center and linkages to college and community services.

CRAFTON HILLS COLLEGE
FIRE FIGHTER AGILITY TEST

Nontraditional training for women provides incentives and benefits for both the community college and the participant. Nontraditional occupations generally pay higher wages and offer career paths that lead to long term self-sufficiency. Nontraditional training can increase the occupational mix available to all students, increase the quality of available training and enhance coordination between campus departments as well as with labor and apprenticeship programs. Nontraditional training allows the college to be a valuable source of trained individuals for employers and unions in nontraditional occupations working to meet human resource goals.

Nontraditional jobs for women are defined as those jobs in which 75% or more of those employed are men. In 1988, 51.7 million women were employed and only 9% of all working women were employed in nontraditional occupations. Differences in race, age and marital status are minimal between women working in traditional jobs and women in nontraditional jobs. However, women in nontraditional jobs earn 20% to 30% more than women in traditional occupations. Why have so few women opted for nontraditional employment?

Wider Opportunities for Women (WOW) an organization that works locally and nationally to achieve economic independence and equality of opportunity for women and girls, believe it is primarily due to the lack of exposure of nontraditional careers as a viable option. In addition

to education concerning nontraditional careers, WOW recommends prevocational training and physical conditioning as necessary components of any program wishing to increase the participation of women in nontraditional careers. Furthermore, they urge that these components be occupation specific and physical conditioning should increase the upper body strength of women.

Barriers inhibiting entry of women into nontraditional training and employment are complex and inter-related. However physical ability testing has proved to be a major barrier to women. To increase the participation of women in the field of Fire Fighter, Crafton Hills College in Yucaipa, offers a 12-week course each Spring semester as pre-training for the Fire Fighter Agility Test. The skills developed in the class are required for success in the Academy.

Because of Crafton Hills College's networking and strong support from the fire departments in their area, prospective students are referred to Crafton Hills College for the class. Counselors also place prospective students into the class during the career education and interview process.

The curriculum developed for this class has funded a mini grant to Overcome Sex Bias/ Stereotyping from the California State Community College Chancelor's Office. These funds provide federal resources for vocational education, focuses on sex equity in vocational education and encourages nontraditional enrollments. In addition, these grants target single parents and homemakers through sex equity programs.

Development of this occupation specific curriculum required strong linkages between the physical education department and the fire departments in the area. In addition, counselors and the community at large were made aware of the opportunities surrounding this program. Crafton Hills generally enrolls 35 students per class which includes a majority of women.

With the impact of the nontraditional employment for Women (NEW) Act still emerging, programs that address the barriers to women entering nontraditional training and careers will be in the forefront of our changing economy. Crafton Hills College has taken an innovative approach to opening the doors of opportunity to many of the women in the area to compete successfully for employment in a nontraditional area.

NAPA VALLEY COLLEGE
NEW HORIZONS PROJECT

Vocational training coupled with adequate support services are essential if single parents, displaced homemakers and single pregnant women are to become self-sufficient. These students usually face numerous educational and personal problems that may impede the attainment of their educational goal. To assist this special population, Napa Valley College has developed an exemplary program to assist students committed to independence.

The New Horizons Project was developed to retain 70 single parents, displaced homemakers and single pregnant women students so that they could finish their career training and become economically self-sufficient. This program was also developed to assure that the students have greater access to information about vocational education programs through guidance, job placement, counseling and support services. The objective of this project was to expand

preparatory services and vocational education opportunities to single parents, displaced homemakers and single pregnant women. The target population for the project were GAIN students identified by Napa and Solano Counties. Ninety-three students were served by this project with 21 students receiving vocational certificates and/or Associate Science Degrees.

The New Horizons Project staff leveraged services and funding available on campus and in the community for single parents/displaced homemakers/pregnant women so that they had a full package of benefits and resources to aid in reaching their occupational goals. A counselor was utilized under the project to do case management. The counselor worked closely with the Napa and Solano county welfare departments, GAIN and JTPA programs to most effectively provide supportive services to students and to address unmet needs. The counselor also worked closely with the Career/Re-Entry services and job placement services on the college campus to meet students' needs to help them stay in school and to obtain employment.

Students served by the project were enrolled in 22 major fields and 38 certificate programs. Pre-employment counseling, advising, and information about employment trends and employment availability are provided through the Guidance classes. Students were encouraged to enroll in work experience, which is available through most vocational majors. Program participants were placed in internships by the job placement program staff. Approximately 30 internships were made available through Apple Computer and the Business/Education Partnership Program.

It is the intent of this project to promote gender equity in vocational education. The project staff addressed this objective through individual career and personal counseling. Additionally, staff encouraged students to look at nontraditional careers with individual counseling sessions or by enrolling in the Guidance courses. There is an active ongoing effort to enroll women in the technical fields of electronics, drafting, computer studies, and telecommunications. There is an increased enrollment of men in service occupations, including nursing, child care, respiratory therapy, and office administration. Project staff encouraged students to attend the job fair on campus to research nontraditional career options and to seek internship and/or employment in nontraditional areas.

The NEW HORIZONS PROGRAM at Napa Valley College has been successful with the consistent persistence rate of 80% or better and a G.P.A. of 2.9 or above. The main strength of this project is the case management design of serving GAIN students. Since the "human connection" is so important for this high-risk population, having an identified resource person is essential.

It is clear that greater access to education and employment for single parents, displaced homemakers, and single pregnant women occurred when case management, support services, counseling, and job placement cooperatively work to help students succeed. Because of the full range of services offered students and consistent case management, this project is a model program.

COLLEGE OF SAN MATEO
AVIONICS SYSTEMS MAINTENANCE TECHNOLOGY

Avionics is the application of electronics to aircraft systems: including instrumentation,

navigation, control, communication, and power plant technologies. Almost all of the operation of new aircraft once managed with mechanical, electrical, pneumatic, and hydraulic systems-now function with a combination of electronic and computer technologies called "Avionics". The project identified that mechanics (technicians) with Avionics knowledge and skills were currently in short supply. Bay area labor market projections indicated that these shortages will continue to grow concurrent with the expansion of commercial airline services and their use of state-of-the art aircraft.

The need for mechanics with Avionics skills was especially critical at major airline maintenance facilities. Such facilities included those at the San Francisco International Airport (SFO) that is being served by the College of San Mateo (CSM). United Air LInes (UAL), the major employer involved in the project and major employer at SFO, has a substantial impact on San Mateo County's employment and economic strength. In addition, several major airlines have SFO as a hub with major routes both domestic and international.

In the Spring of 1990 College of San Mateo (CSM), in response to the San Francisco Bay Area's air transportation labor needs, proposed and was funded to develop and implement an Avionics Systems Maintenance Training Program as a two year certification program. This project was funded under the California Chancellor's Office Ed>Net - Employer-Based Training Funds (EBT) for Phase I in 1990-91 and Phase II in 1991-92.

Through the cooperative efforts of UAL, FAA, (Federal Aviation Administration) and CSM representatives, the Avionics Mechanics training was planned, developed, and implemented to meet the updating needs of current personnel and expansion plans of UAL and other SFO airlines. The UAL SFO Maintenance Base (SFOMB) is the largest and most diverse of UAL's facilities throughout the world. It includes complete facilities for maintenance and overhaul of modern commercial aircraft and related systems. Mechanic employment at the UAL SFOMB in 1990 was over 7200, up form 5800 in 1988, with a projected growth and demand for qualified mechanics far exceeding their supply. UALS's projections in 1990 was for the employment of over 1800 maintenance workers in the next three years. This was substantiated by EDD's labor markets research of 1989.

The College of San Mateo in response to a unique opportunity proposed for EBT funds to develop the Avionics program - combining the capabilities of two Technology Departments-Aeronautics and Electronics. This combination of interdepartmental capabilities provided the College a "running start" in establishing a new program in a new and emerging technology field.

With the partnership already established between United Airlines and College of San Mateo, and support of EBT funds, CSM under Phase I had the opportunity to provide the first-year sequence of Avionics courses in place for September 1990. With this training not available at any other Northern California public educational institution, CSM has a unique opportunity to innovate and assist the aviation industry in the area. The project was to serve as a model for other colleges who needed to meet the needs of airlines with current "hubs" and/or establishing new "hubs" in their area. The Avionics Systems Maintenance training program is a true model for economic development involvement of a community college in California.

The advisory committee, the United Airlines management and CSM staff, were structured to address three aspects of the program-structure, curriculum and course content. Meetings were conducted monthly during the Fall Semester and twice monthly during the Spring Semester. FAA certification of the Airframe and Avionics programs was pursued through the Aeronautics

Department.

The College enrolled over 624 students in Fall and 614 students in Spring Semester. The curriculum designed and developed with the assistance of UAL and the Avionics Advisory Committee was a five semester certification program. At the end of the first year of implementation, the first two semesters were offered. The first year of training was primarily targeted for those who were entry level trainees in entering the field of Avionics. Those who successfully complete the five semesters of training would qualify for FCC license certification. The curriculum developed and completed were to prepare mechanics to maintain modern aircraft equipped with avionics systems.

UAL provided assistance to the Program through equipment donations, and advisory and technical consultation. A total of $105,000 in in-kind contribution and $135,000 in equipment donation can be attributed to the project through this cooperation between CSM and UAL.

The project's outreach for involvement of disadvantaged, minorities, and women in the program used the valuable network of recruiters from the College's Extended Opportunity Programs and Services (EOPS).

Although the current economy did not allow for extensive growth as originally projected, there are still opportunities for entry-level employment of program graduates. Upgrading of the current workforce will be of critical importance to the survival and productivity of the aviation industry's workforce.

The Avionics Systems Maintenance Technician is a highly successful model of a partnership between a community college and the private sector. The cooperation and participation of United Airlines in the planning, development and implementation of the project was a critical factor in achieving the goals and objectives of the College. The teamwork of both Electronics and Aviation Departments under the leadership of the Technology Division pushed forward a project to completion in record time. This cooperative effort across departmental lines is an important factor of success. Moreover, the curriculum developed responds to the needs of the local community.

The Avionics Project was a highly successful project. The cooperation and support of the participating employer, United Airlines, were evident all throughout the project implementation. Their contribution to curriculum development, staff development and other inkind contributions made a dramatic impact on the project's successful progress and will help to maintain and propel the economic growth of San Mateo County.

DE ANZA COLLEGE
ELECTROENCEPHALOGRAPHIC TECHNOLOGY PROGRAM

Whenever anyone asks about the growing occupational fields in the 90's and beyond, Health Care hits the top of the list. Careers that work in the health fields are the "hot ticket" in vocational training as well as in state colleges, universities and private institutions. One of these hot properties is the Electroencephalographic (EEG) Technician.

Perhaps the most complex part of the body is the brain. Most of its processes are still a mystery.

Physicians, however, can study the brain by measuring the electrical impulses it sends out. An electroencephalograph detects the brain waves and records them on paper. Electroencephalographic (EEG) technologists operate this instrument and get readable EEG's from patients.

About 5,900 EEG technologists work in the United States. Most work in the neurology departments of hospitals. Others work in the offices of neurologists, group medical practices, clinics, psychiatric hospitals and research institutions. Neurodiagnostics are tools in medical and psychological research. Technologists may help with this research work in universities or in large hospitals. Through the year 2000, jobs in this field are expected to grow much faster than the average in the economy as a whole, due, in part to the greater willingness of third-party payers to pay for neurological testing and to increasing demand for the use of such testing.

To meet the growing need for professionals training in this field, De Anza College Health Technology Department has developed a program to train bilingual/bicultural individuals in the Health Tech/Medical field as EEG Technicians. To participate, students must be bilingual, bicultural, meet Job Training Partnership Administration (JTPA) income guidelines and reside in northern California. This innovative program requires collaboration between Santa Clara County Valley Medical Center, De Anza College Health Technology Department and the Occupational Training Institute (OTI).

This project was made possible by grants from the Wagner-Peyser ACT, Title V and State Job Training Monies. Total allotment for this project was $216,400. The grant is administered by the County of Santa Clara and serves a tri-county area encompassing Santa Clara County, San Benito County and Santa Cruz County. OTI administers the EEG program at De Anza College.

The staffing team, including instructors meets on a monthly basis to establish the needs of the special populations in this program and address them. Primary needs are cultural values and how they impact the learning process as well as financial arrangements. Referrals from Santa Clara County JTPA program enabled the EEG program to use their assessment tools. Program staff gave GAIN and JTPA assessment workers inservice to educate them regarding the needs and requirements of this innovative program.

The successful implementation of this project required the development of a strong working relationship between the Health Technology Department, OTI, JTPA, the ESL Department, the Assessment Center and the Health Division. As a result, English as a Second Language (ESL) courses are offered concurrently. Linkages were developed with the ESL Department and the Assessment Center. Individualized English & Math placement tests were arranged to be given within a 24 hour period. In addition, for the first time, the Tutorial Center now provides Vocational Medical Tutoring on campus for each class offered.

Also, to streamline the enrollment process, OTI provided priority registration for students enrolled through the JTPA program. This required that linkages be established with Admissions & Records for enrollment fees and priority registration. OTI also paid for the cost of training and any enrollment fees for the JTPA participants. Further linkages were established and immunization referrals for Hepatitis B were coordinated through the De Anza Health Department. The program was also able to develop linkages with the American Red Cross to provide the CPR Unit for their students.

To ensure students would receive the required materials to be successful in their program a

bookstore voucher system was established. Due to the number of out of state residents recruited for the program to reach the bilingual and bicultural population, linkages with Financial Aide were mandated if participants were to be successful. Successful interdepartmental liaisons enabled students to receive the funds necessary to continue in the program. The EEG program continues to establish linkages through the Skill Center and the Educational Diagonistic Center on campus.

As with most special needs populations, the community college system can not always fill the unique needs that may arise. To this end, project staff developed a close working relationship with community agencies such as Cupertino Community Services, the American Red Cross and the United Way, to access additional support services when needed. Project staff maintains publications such as the United Way Help Book, the Directory of Human Services for Santa Clara County, the Single Heads of Household Resource Guide published by Economic and Social Opportunities, Inc. (ESO), Women's Programs and the Palo Alto Area Information and Referral Service (PAAIRS) Directory to serve as references for staff and students in researching needed services. These relationships provide a strong link for support and assist in the retention of students.

To make sure clients child care needs are addressed through training and upon employment, project staff works closely with Non-GAIN Employment Training (NET), Transitional Child Care Services, Choices for Children and the Child Care Coordination Council of Santa Clara County to establish long-term child care arrangements for JTPA clients before starting vocational training and/or employment.

Job development and placement efforts begin when the participant begins training. Barriers to employment are identified and project staff work with the student to address these barriers and develop strategies to overcome them. A cooperative effort between the participant and project staff is established early to ensure the smooth transition into the new job and to promote career longevity and long term self-sufficiency.

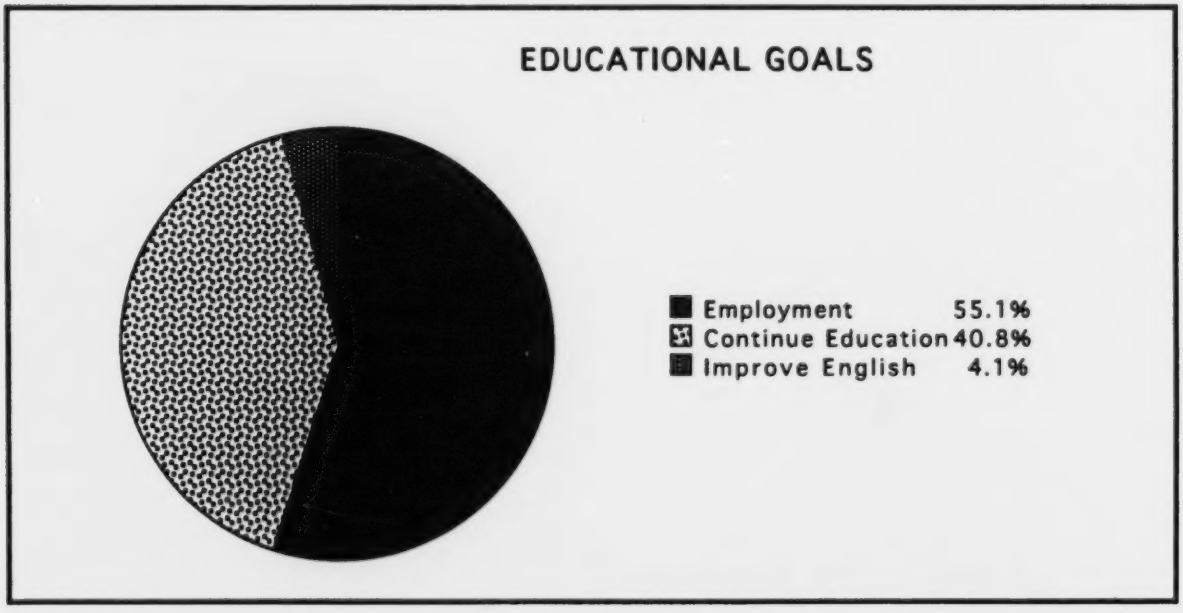
While in training, participants take classes concerning relevant issues in their chosen career field. These classes provide them with updated information as to technological trends in their field, career paths, the possibility for advancement through continuing education, labor market trends, how to deal with problems at the work place and ethical as well as legal issues are explored. In addition, specialized client driven Motivational Workshops are provided to participants to increase self-esteem, their abilities to make quality decisions and enhance interpersonal attitudes and behaviors. This comprehensive education coupled with excellent skills training gives the EEG participant the tools necessary to be successful.

While the verdict is not in yet on the overall success of the EEG Technician program (project will not complete until June 1993), staff members are extremely happy with the direction so far. Their retention rate is excellent and students have developed a close network to access the job market. This project provides an excellent model on how existing programs can work together to bring about a new program. The cooperative efforts of all agencies involved are to be commended for pioneering this vocational training field.

By highlighting these programs in the Handbook, the keys to a successful program were illustrated and outlined. In addition, sections on Choosing A Career and Student Services were included to allow students to reference the type of assistance or information they needed to successfully complete their program.

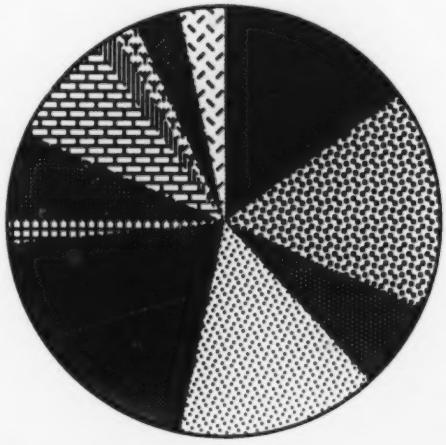
Beginning 1-15-92 and completing 6-30-92, Survey 100 special needs vocational education students during their first quarter in training. These students will be identified with the help of the Santa Clara County Community College Consortium for GAIN. A questionnaire will be developed with the assistance of the SUCCESS Advisory Committee to identify the students areas of concern and requirements for assistance. Results will be incorporated into the project data base and in the final report and Handbook.

A draft Student Survey was developed and presented to the Advisory Committee for input and approval. A copy of the Student Questionnaire is located on page 28. Once finalized, 100 vocational education students were surveyed and the results were incorporated into the project data base and Handbook. A copy of the Graduate Questionnaire is located on page 29.The results assisted the staff in the development of the SUCCESS Handbook. Responses clearly indicated the primary goal of vocational education students surveyed was employment. The chart below illustrates the overall survey response.



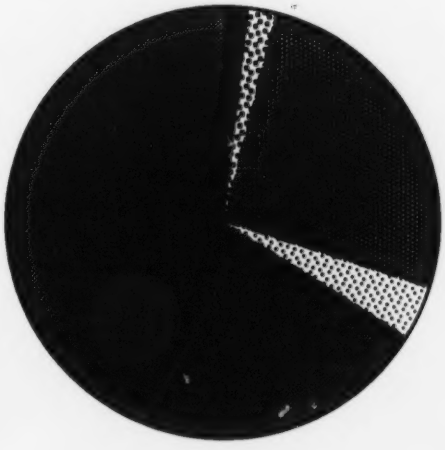
Other areas addressed by the surveys included Student Services accessed by these special populations and Areas of Unmet Need. These areas were of special interest to us in designing the SUCCESS Handbook. The charts located on the following page illustrate the responses from the surveys.

STUDENT SERVICES



Counseling	15.0%
Learning Center	16.7%
Health Services	6.7%
Placement	15.0%
Financial Aid	20.0%
EDC	1.7%
EOPS	6.7%
Tutorial Center	8.3%
Physically Ltd.	1.7%
Cooperative Education	1.7%
Legal Aid	3.3%
Childcare (Campus)	3.3%

UNMET NEED



Childcare	2.0%
Housing	2.0%
Transportation	26.0%
Health Services	4.0%
No Unmet Need	66.0%

The responses concerning unmet needs were especially noteworthy, as 66% of those surveyed felt they had received all the support necessary to complete their training program. The largest area of unmet need was in transportation assistance. This demonstrated that campus and community support services are available to fill the needs of most of the vocational education students we serve. Primarily, access and education as to services available will increase retention of these special populations.

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Starting 3-15-92 and ending 8-30-92, Survey 100 special needs vocational education students who have completed vocational training and are either seeking employment or who have started working. A questionnaire will be developed with the assistance of the SUCCESS Advisory Committee to survey the participants perception of training quality, appropriateness, student services availability and placement assistance. Results will be incorporated into the project data base and in the final report and Handbook.

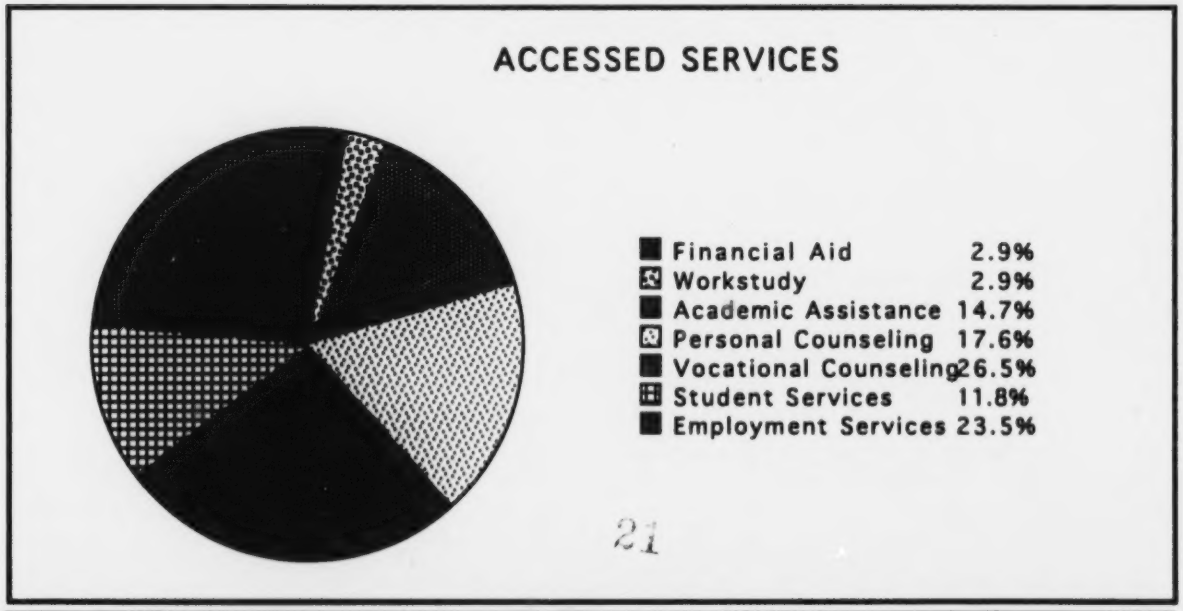
A draft Graduate Student Survey was developed and presented to the Advisory Committee for input and approval. A copy of the questionnaire is located on page 29. Once finalized, 100 vocational education students were surveyed and the results were incorporated into the project data base and Handbook.

From the surveys collected a continuing theme emerged, placement assistance. Few colleges offered specific employment classes and while Career Planning and Placement Departments were on campus, students felt more emphasis was put on career exploration rather than finding a job. Moreover, most students felt they would have been helped with more attention to employability skills training.

The students who did not sight placement assistance as an unaddressed need were primarily in a Job Training Partnership Administration (JTPA) funded vocational program. Therefore, the Occupational Training Institute (OTI) of the Foothill-De Anza Community College District along with several Community Based Organizations (CBO) which offer JTPA funded training programs, were contacted to identify their activities concerning placement.

The SUCCESS Handbook staff put together an Employment Workshop for replication within vocational training programs. This workshop is designed to accommodate a 12 to 24 hour time frame depending on class size and student need. A Facilitators Guide is included in the Handbook.

Students who successfully completed training also successfully accessed services. The following chart indicates the areas of most often accessed.



21

Students cited problems qualifying for Financial Aide due to the length of their program or due to the number of units they carried in open lab classes. Many applied for grants, but few actually received financial assistance through the college. However, many surveyed were receiving unemployment benefits or benefits through the Department of Social Services (AFDC, GA, SSI) while in training.

Only 18% of those surveyed participated in an internship program during training. Many did not recognize the benefits of participating in such a program. In addition, 22% of those surveyed held part-time or full-time jobs while in training.

Starting 10-01-91 and ending 5-30-93, The Co-Director of the project will develop a data base using data from the surveys. The information will be compiled to identify the areas of highest need and to coordinate services to address those needs.

Information from the surveys was compiled and put into a data base. This allowed project staff to identify areas of need. Those needs were addressed in the Handbook and services were coordinated with staff at Foothill/De Anza to address them.

Starting 1-15-92 and ending 5-30-93, As part of this program the availability of support services within the community will be explored and documented and included in the final report. Outside support services may include internship possibilities and Scholarships. This information will be expanded to cover state wide organizations as well as illustrate regional programs.

Community Services in Santa Clara County were researched as well as avenues available to identify them. This information was included in a separate section of the SUCCESS Handbook. Names of organizations and brief descriptions of the services provided were listed in this section. While all programs may not be available everywhere in the state, many are national organizations. In addition, where to look for information on Community Services was included.

Beginning on 6-01-92 and ending on 5-30-93, Procedures and standards for the establishment of a working relationship between vocational education programs, student services and job placement will be developed and a pilot project will be implemented on the De Anza campus. For this project a group of 10 special needs vocational training students will be identified and followed throughout training and placement. Success of the pilot project will be measured by the pilot projects ability to meet the needs of the students by assisting them in reaching their vocational goals.

At the start of the project, ten (10) special needs vocational training students were identified, interviewed and followed throughout their training program. A close working relationship was established with the GAIN Liaison and with the Vocational Education Counselor for this project. Background information on the students was gathered through personal interviews, counseling records and interviews with the training staff. The demographics of the students selected for this project were as follows:

Male:	40%
Female:	60%
Hispanic	20%
Asian	30%
Black	10%
White	40%
GAIN	70%
Low Income	20%
Displaced Worker	10%

Personal problems were identified as a major stumbling block to this population's successful completion of their vocational programs. A network was established with local community services to identify support services not available through the college services. This was essential in providing the type of comprehensive program necessary for continued success. Services accessed varied from cosmetic dental work to obtaining interview clothing. The network established through this project will remain in place and continue to serve the needs of Foothill-De Anza students. In addition, a Community Services section was developed in the SUCCESS Handbook for replication in other areas.

Childcare is another dramatic need for special populations. Most colleges have childcare centers on campus, however the demand usually outweighs the supply. Most reported long waiting lists. This proved to be another area where networking with community and social services provided the additional support needed in this area. It is strongly recommended that college staff familiarize themselves with childcare referral services in their area to assist students in identifying appropriate care.

Of the ten students selected for this pilot project, four (40%) have completed their program, one (10%) has completed and is working full-time, four (40%) are still attending school full-time and are targeted for completion in 1994, and one (10%) was deregistered and referred to the Department of Rehabilitation for a more appropriate training program.

Starting 1-15-93 and ending on 5-30-93, Successful procedures and standards will be documented, evaluated and published in the SUCCESS Handbook. A report will be compiled by the Co-Director with the assistance of the SUCCESS Advisory Committee identifying successful strategies. The report and Handbook will contain information regarding the development of future inter-departmental linkages including sample surveys, questionnaires, a program design and a step by step guide to implement a SUCCESS program at community colleges throughout the state of California.

Successful programs and services discovered throughout the project were documented, evaluated and published in the SUCCESS Handbook. A report was compiled by the Co-Director with the assistance of the SUCCESS Advisory Committee identifying successful strategies. The Final Report and the SUCCESS Handbook contain pertinent information regarding the development of future inter-departmental linkages through examples of exemplary

programs outlined in the publication. The Handbook also includes sample surveys, contact letters and questionnaires. The Handbook can serve as a step by step guide to implement a SUCCESS program at community colleges throughout the state of California.

Beginning 5-30-93 and completing on 6-30-93, Upon approval of the State Chancellor's Office, the publication of the report and the SUCCESS Handbook will be distributed to the Deans of Occupational Education, both college and district, Deans of Instruction of each community college, at work-shops, upon request at a cost basis, ERIC and five copies will be provided to the Chancellor's Office.

Copies of the Final Report and the SUCCESS Handbook were approved by the State Chancellor's Office and were disseminated by the Occupational Training Institute to:

(1) Five copies of the Final Report and 4 copies of the Success Handbook were sent to the California Community College Chancellor's office.

(2) A copy of the Final Report and a copy of the Success Handbook were sent to the Dean of Occupational Education at each of the 107 California Community Colleges and Districts.

(3) A copy of the Final Report and a copy of the Success Handbook were sent to the Dean of Instruction at each of the 107 California Community Colleges and Districts.

(4) Copies of the Final Report and the Handbook will be sent to the Education Resource Information Center (ERIC).

In addition OTI will make copies of the Final Report and the Handbook available at workshops, presentations and upon request at a cost basis.

Evaluation

Formative Evaluation:

The formative evaluation of the project began as soon as the project started. This included and involved project staff, SUCCESS Advisory Committee members and student services representatives as well as special population participants.

SUCCESS Advisory Committee members met a minimum of 4 meetings during the project year. Advice provided by the private sector employers was reviewed by project staff for implementation during the project year.

Data was collected and a data base was developed for evaluation of demographics and overall effectiveness of present programs as it relates to educational achievement, student services, job placements and job retention of special population students.

Project staff reviewed and monitored objectives and activities as planned. Adjustments

were made as necessary to ensure that overall objectives of the project were achieved.

Summative Evaluation:

The summative evaluation included all the formative evaluation data gathered. The summative evaluation was an important component of the final report and SUCCESS Handbook that was published and disseminated. The summative evaluation included:

Final evaluation forms completed by the Advisory Committee, Educators and Special Population program providers and participants regarding the appropriateness and effectiveness of the Handbook were developed and will be disseminated with the Final Report and Handbook.

The Data Base will continue to be developed on student services, educational achievements and job placement and retention on a college by college basis.

Follow-up data will be completed within 30 days after project year.

SUCCESS Advisory Committee assisted in the overall evaluation of the thoroughness of the project and effectiveness of the Handbook.

Tracking and recording of this information will be done by the SUCCESS Director. Data forms will be completed on each campus surveyed. All information will be fed into the project's data base for retrieval for the final report.

Short term outcomes:

To provide a Handbook that would assist special population students to achieve their educational and vocational goals by presenting the availability of support services in an easy to use format.

Establish linkages between the various student services, job placement activities and vocational educational programs on the various California Community College campuses.

Presentation of model project in designated workshops.

Long range outcomes:

To increase the success rate of special populations in achieving their educational and vocational goals.

Promotion of future linkages between industry, the community college, student services and job placement activities.

Disseminate Handbook to other California community colleges through workshops, seminars and/or at conferences.

Observations For Improvement

The SUCCESS Handbook has offered ideas and sources for program improvement. Throughout the publication it is clear that working together is essential for multi-faceted programs that serve special needs populations. Linkages were the key factor in every model program identified and a systematic approach to developing these linkages were documented in the publication. While the SUCCESS Handbook met its stated goals, even the most successful project can be improved upon, and the SUCCESS Handbook is no exception to this rule.

Areas for improvement would include a more lengthy statewide survey of vocational education students with special needs. This project would take at least three (3) years to follow them from enrollment, through graduation and after placement. A comprehensive data base could be developed to show the correlation between program design, curriculum content, support services and long term self-sufficiency. However, this would take much more staff and time than allowed for this project.

Another aspect to explore would be to fund a comprehensive Labor Market Information Survey directly correlated to vocational education curriculum offered at the community colleges within our state. This would require a dedicated staff to research local and statewide employment trends. Coordinating existing information regarding special programs offered throughout the state would be useful to all colleges involved in vocational education.

Communication between departments is essential to build strong linkages and cooperation. This needs to be an on-going process with staff and administrators committed to the development of these working relationships. Exploring new ways of doing things as well as streamlining existing processes were critical elements of each exemplary program profiled. Adapting to change is not only a key survival skill for students, is also essential to our educational institutions as well.

No single project can be all things to all people. Each aspect of program enlightens us to the need for additional study. With the changing times facing the workforce in the year 2000 and beyond, Community Colleges must strive to meet the increasing need for quality vocational training.

Vocational Education, Special Projects 91-92 #91-0070

Student's Ultimate Career Coursework, Employment & Student Services Handbook

The "SUCCESS" Handbook

Final Report Appendix

Page 23

June 12, 1992

Title
Name of College
Address
City, State, Zip

The Occupational Training Institute (OTI) of the Foothill-De Anza Community College District has been providing Vocational Training and Placement services to the residents of Santa Clara County for the last 16 years. This year we are pleased to be awarded a grant from the California State Chancellor's Office to develop and publish the Students Ultimate Career Coursework Employment and Student Services (SUCCESS) Handbook.

The proposed SUCCESS Handbook project offers a multi-level approach to access support services available through the Community Colleges to increase student retention and to identify common barriers to employment within this population and developing ways to overcome them. Existing services will be explored and all methods used to successfully motivate special populations of students towards education and employment will be documented. The results will be incorporated into a vocational students access guide designed to streamline the accessibility of student services, services available within the community, attainable placement objectives and a systematic approach to employment services, job search and job retention. The information can be duplicated and incorporated into other college programs statewide to enable all students to be successful in the transition from school to work.

We are currently requesting your participation in the SUCCESS Advisory Committee. This committee will meet once a month and serve to identify areas of need Your participation would ensure this project's success. Our first Advisory Committee Meeting will be held

July 9, 1992
10 am - 12 noon
Tortellini Room-Hinson Center
De Anza College
21250 Stevens Creek Blvd.
Cupertino, CA 95014

If you are interested in participating in this innovative project, please contact Christine Spence or Kären Johnson at (408) 554-0645 at your earliest convenience. We are looking forward to an exciting, and with your help, a productive year.

Sincerely,

Kären Johnson, SUCCESS Director

July 28, 1992

Title
Name of College
Address
City, State, Zip

Dear :

The Occupational Training Institute (OTI) of the Foothill-De Anza Community College District has been providing Vocational Training and Placement services to the residents of Santa Clara County for the last 16 years. This year we are pleased to be awarded a grant from the California State Chancellor's Office to develop and publish the Students Ultimate Career Coursework Employment and Student Services (SUCCESS) Handbook.

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We are currently requesting your participation in the SUCCESS Advisory Committee. This committee will meet bi-quarterly and serve to identify areas of need. Your participation would ensure this project's success. Our next Advisory Committee Meeting will be held tentatively:

September 10, 1992
1:00-3:00pm
De Anza College
21250 Stevens Creek Blvd.
Cupertino, CA 95014

If you are interested in participating in this innovative project, please contact Christine Spence at (408) 554-0645 at your earliest convenience. We are looking forward to an exciting, and with your help, a productive year.

Sincerely,

Kären Johnson, SUCCESS Director

Aug 6, 1992

Title
Name of College
Address
City, State, Zip

DEAR:

The Occupational Training Institute (OTI) of the Foothill-De Anza Community College District has been providing Vocational Training and Placement services to the residents of Santa Clara County for the last 16 years. This year we are pleased to be awarded a grant from the California State Chancellor's Office to develop and publish the Students Ultimate Career Coursework Employment and Student Services (SUCCESS) Handbook.

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We are currently requesting information regarding any programs in your area for possible inclusion into the SUCCESS Handbook. We have enclosed a survey sheet for information on your program. If you know of any other programs that could be reviewed for this project please pass this survey on to them.
Mail surveys to:

OTI C/O Christine Spence
1765 Scott Blvd. Suite #210
Santa Clara, CA 95050

Sincerely,

Kären Johnson, SUCCESS Director

SUCCESS HANDBOOK
COLLEGE SURVEY

College: _____
Department: _____
Contact Person & Title: _____
Address: _____
City: _____ **State:** _____ **Zip:** _____

Are there any programs at your campus that have been successful in assisting special populations in attaining their vocational education goals?

Vocational Training Programs ___Yes ___No

If yes briefly explain:

_____
_____
_____
_____
_____
_____
_____

Student Services ___Yes ___No

If yes briefly explain:

_____
_____
_____
_____
_____
_____
_____

Employment Services ___Yes ___No

If yes briefly explain:

_____
_____
_____
_____
_____
_____
_____

Are there any areas of unmet need you have experienced in serving special populations?

___Yes ___No **If yes briefly explain:**

_____
_____
_____
_____
_____
_____

SUCCESS HANDBOOK
STUDENT SURVEY

Name: _____ **SS#** _____

Campus: _____ De Anza _____Foothill **Major:** _____

Units enrolled in this quarter: _____ **Projected Graduation Date:** _____

Do you anticipate the need for assistance in any or all of the following areas?

Financial Aid	___Yes ___No
College Workstudy	___Yes ___No
Academic Assistance	___Yes ___No
Personal Counseling	___Yes ___No
Vocational/Career Counseling	___Yes ___No
Student Services	___Yes ___No
Employment Services	___Yes ___No

Do you anticipate any additional areas of need to successfully complete your vocational program? Please specify.

_____

_____

_____

_____

_____

_____

Check all categories that apply: **Limited English Speaker** ___Yes ___No

Learning Disabled ___Yes ___No **Physically Disabled** ___Yes ___No

Non-Traditional Career Choice ___Yes ___No **DOB:** _____ **Sex:** ___M ___F

What is your ethnic/racial background (mark only one):

ASIAN
___Cambodian
___Vietnamese
___Chinese
___Indian
___Japanese
___Korean
___Laotian

___Other Asian

HISPANIC OTHER
___Central American
___American Indian
___Mexican/Mexican American
___South American
___Other Hispanic
___Hawaiian
___Other Non-White
___Pacific Islander
___Samoan
___White

Decline to answer: ____

SUCCESS 002-6/92

SUCCESS HANDBOOK
GRADUATE SURVEY

Name: _____ **SS#** _____

Campus: _____ De Anza _____Foothill **Major:** _____

Graduation Date: _____ **Did you receive a: Certificate** _____ **Degree** _____

Are you employed? ___Yes ___No

Were you employed during training?___Yes ___No

Did you participate in an internship program? ___Yes ___No

Did you need assistance in any or all of the following areas during your training period?

Financial Aid	___Yes ___No
College Workstudy	___Yes ___No
Academic Assistance	___Yes ___No
Personal Counseling	___Yes ___No
Vocational/Career Counseling	___Yes ___No
Student Services	___Yes ___No
Employment Services	___Yes ___No

Can you identify any areas of need that were not met during and/or after your vocational training program? Please specify.

_____

_____

_____

_____

Check all categories that apply: **Limited English Speaker** ___Yes ___No

Learning Disabled ___Yes ___No **Physically Disabled** ___Yes ___No

Non-Traditional Career Choice ___Yes ___No **DOB:** _____ **Sex:** ___M ___F

What is your ethnic/racial background (mark only one):

ASIAN
___Cambodian
___Chinese
___Indian
___Japanese
___Korean
___Laotian
___Vietnamese
___Other Asian

HISPANIC OTHER
___Central American
___American Indian
___Mexican/Mexican American
___Black, Non-Hispanic
___South American
___Other Hispanic
___Hawaiian
___Other Non-White
___Pacific Islander
___Samoan
___White

Decline to answer: _____

January 28, 1993

Title
Name of College
Address
City, State, Zip

Dear :

I'm pleased to inform you that your selected to be included in the Student's Ultimate Career Coursework, Employment & Student Services (SUCCESS) Handbook. Only 10 programs were selected statewide for this book. This publication is funded through a State Chancellor's Office Special Projects grant and will be distributed to every Community College in California.

Please send me information regarding your program including recruitment materials and any reports. The information should be able to give me a clear idea of your program design, its goals and achievements as well as funding sources and community/industry support. After receipt of the material I will be contacting you for further information if needed.

Feel free to contact me at **(408) 554-0645** if you have any further questions. Once again, congratulations on a very innovative and excellent project. I'm looking forward to working with you this year.

Sincerely,

Kären Johnson
Special Projects Supervisor, OTI